



SC Annual School Report Card Summary

Fair-Oak Elementary

Oconee

Grades: PK-3

Enrollment: 457

Principal: Carolyn Harris

Superintendent: Dr. Michael Lucas

Board Chair: Harry B. Mays, Jr.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	Below Average	TBD	Not Met	N/A
2007	Average	Average	Silver	Met	N/A
2006	Average	Average	N/A	Not Met	N/A

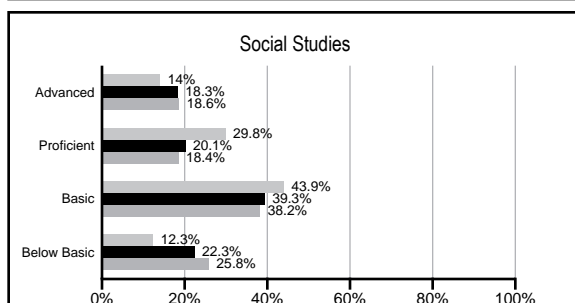
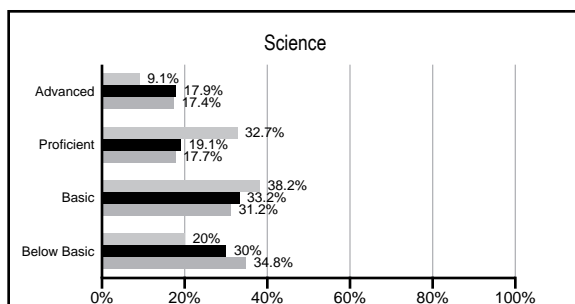
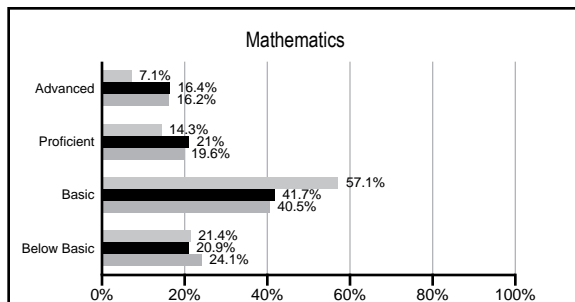
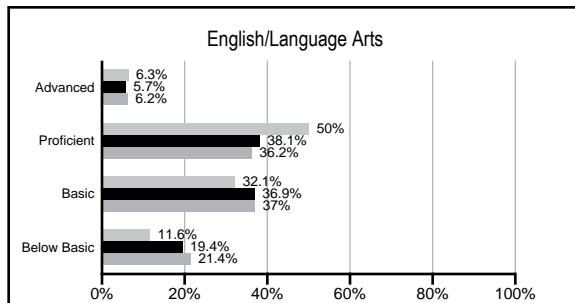
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	69	13	1

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Fair-Oak Elementary [Oconee]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=457)				
Retention rate	3.2%	Up from 1.3%	2.3%	2.3%
Attendance rate	95.5%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	12.7%	Up from 11.3%	10.9%	10.4%
With disabilities other than speech	9.4%	Up from 9.1%	8.4%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	44.1%	Up from 28.8%	56.5%	56.7%
Continuing contract teachers	94.1%	Up from 88.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 90.6%	87.8%	86.4%
Teacher attendance rate	92.5%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$43,447	Up 7.1%	\$45,036	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	86.2%	Down from 90.5%	89.8%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,479	Up 5.6%	\$6,746	\$7,052
Percent of expenditures for instruction*	72.9%	Up from 72.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 67.2%	65.0%	64.2%
% of AYP objectives met	92.3%		88.2%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	102	67
Percent satisfied with learning environment	95.8%	94.1%	88.1%
Percent satisfied with social and physical environment	95.8%	97.1%	85.1%
Percent satisfied with school-home relations	91.7%	91.1%	89.6%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The collaborative spirit among our families, students, staff, and community creates an atmosphere for excellence. Transitioning from a previously packed 730 student body to this year's 450 pre-k to third graders provided focus upon the best Early Childhood practices. With extra space, scheduling options, and a concerted focus for developing students cognitively, physically, and emotionally, our students achieved at higher levels in all areas. Building connections in all areas of growth and development gave students the skills to excel in tomorrow's work world. Using technology to engage students, focusing on physical development through a motor lab and daily walking club, and providing a positive emotional climate through Positive Behavior Intervention Support, our students acquired new skills.

Highly effective instructional strategies, infused with technology, provided students with interactive learning experiences. With classrooms equipped with Smartboards, projectors, and document cameras, students are active learners. The early morning computer lab opened daily at 7:20 for students to practice math and reading skills using Successmaker and continued during the day for three additional sessions per week for all students.

To help students learn to be attentive, to be coordinated, and to focus upon their early literacy skills in the classroom, we developed a motor lab to promote physical development. Initial screenings targeted students who received intensive sessions throughout the year. The end-of-year results indicated growth in physical coordination, causing students' reading progress to accelerate within the classroom. In addition, the daily early morning walking club offered all students an opportunity to energize before school. These extra physical activities stimulated students' classroom achievement.

Hiring a part-time literacy coach to lead embedded staff development and opening three literacy bookrooms boosted teachers' skills to become expert reading instructors. Combining a solid balanced reading program in the classrooms with intensive small group remedial reading instruction gave students the skills to progress beyond targeted expectations. This was evident by the 2008 spring Measuring Academic Progress tests. Our second grade students surpassed the target mean growth score in reading by three points, and third graders surpassed their target mean score in reading by two points. Also, 91% of our first graders scored at or above their grade level according to the text reading of the Observation Survey. Clearly, these reading tests revealed that our children are advancing in reading achievement. Developing children's growth physically and emotionally enhances cognitive achievement. The collaborative effort of our community and families toward our first year as pre-kindergarten through third grade school built the foundation for our students' successes.

Carolyn Harris, Principal
Jill Neave, SIC Chair

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